

Parents Evening

March 2017



What should I ask when I
see my child's teacher?

How are the children assessed?

Each term we assess the children against the National Curriculum Objectives to see how they are applying the objectives within their learning. The children are expected to have developed at least 1/3 more knowledge each term to ensure that children are making progress. We break this down into;

Autumn Term - the expectation is that children have an **Emerging** understanding of all of the year group objectives

Spring Term - the expectation is that children have a **Developing** understanding of the year objectives

Summer Term - the expectation is that children have a **Secure** understanding of the year objectives

The objectives are described by the government as 'deliberately ambitious' which should challenge all pupils.

For more information, please go to our website:

<http://www.holytrinityceschool.org>

Or

www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

What should I ask my child's teacher?

An important question is 'Is my child making progress?' Your child's teacher will talk to you about how they are progressing against the year group objectives and how they are applying their knowledge.

The teacher will talk to you about the progress shown in their book and areas of development. They will talk to you about Age Related Expectations (which mean how they are working in relation to their year group objectives). The class teacher will also be able to suggest ways in which you can help your child at home

What should I look for in parents evening? How will I see progress?

The most important way of you seeing progress is in your child's book. The first pieces of work in your child's book will have been completed in September. The last piece will have been completed the most recently. You should notice a change in content, presentation and variety of objectives.

Look for:

- The learning objective at the beginning of the piece of work
- Any success criteria (usually in English and RE)
- Teachers marking and feedback
- Children's response to marking

These will show your child's progress since the beginning of the academic year.



Marking and feedback

We believe feedback and marking should be constructive to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to make progress.

Marking and feedback should:

- Give children opportunities to become aware of, and reflect on, their learning.
- Relate to learning objectives, which are shared with children.
- Give recognition and appropriate praise for achievement, including stickers or classroom rewards at the teacher's discretion.
- Involve children in the process (whether written or oral, face to face or at a distance).

Key Stage 1 Marking Guidelines

- Correct work marked with a ✓, if children are marking their own, or a friend's work small ticks to be modelled.
- ✓✓ to be used to show a significant achievement in a piece of work.
- In English, no more than 3 misspelt words highlighted and corrected. Words children are expected to know should be corrected before more adventurous vocabulary. Children should write them out underneath the piece of work.
- **VF** is used to show that a learning conversation/verbal feedback has taken place.

Key Stage 2 Marking Guidelines

Symbol	Meaning
Initials of teacher	Checked by teacher
Initials of student	Peer assessment or response to marking
VF	Verbal feedback
ST	Supply teacher (formally marked or acknowledged)
TA	Supported by Teaching Assistant
Ind	Independent work where a child is <u>usually</u> supported
✓✓	Excellent evidence of learning
✓	Good evidence of learning
WT	Working towards
.	Incorrect
T	Next step/Target
H	Handwriting
LO Met	You have achieved your learning objective
WT LO	You are working towards your learning objective
?	Does this make sense?
EXT	Extension question or activity
Green pen	- Self-assessment: editing or re-drafting as a result of feedback - Peer-assessment

Writing Specific

SP	Incorrect spelling
G	Check Grammar for sense
P	Missing/incorrect Punctuation
Λ	Omission
//	New paragraph
C.	Forgotten capital letters and/or full stops
✎	Forgotten finger space

V	Check for Vocabulary
✓✓ +	If a ✓✓ is used with another symbol, this represent excellent use of that aspect i.e. V✓✓ = Excellent use of chosen vocabulary

Where appropriate, after assessing a lessons learning, teachers may create three whole class 'next steps' which the children will respond to at the start of the next lesson. The choice of activity might be teacher-directed or child-selected as appropriate.

To ensure clear differentiation, teachers and children should title the activities in their books as follows:

Maths Specific	
Fix it	intervention for those who need more consolidation
Check it	making corrections independently
Push it	harder problems/going deeper

Forms of Feedback

Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

'Light touch' marking will refer to the learning objective either by a tick or any other marking symbol. Written feedback may be given when necessary and should be short and challenging.

'In-depth marking' may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. In English, extended pieces of writing will be marked against the success criteria and highlighters used to indicate where children have achieved the success criteria. Children will be given time to read and respond to the written marking, in order for feedback to have maximum impact on learning.

Next Steps

- Next steps should help the children to help improve their work.
- In English, next steps will be provided for each piece of extended writing and should focus on composition and effect and have an additional comment for grammar, punctuation or spelling.



In Maths, the next lesson should be the next step, perhaps with a 'fix it, check it or push it' activity or written feedback.

Regularity

All work will be acknowledged by an adult or peer marked, this could be in the form of ticks, stamp or an initial.

In particular subject areas

- Each half term, the extended writing will include a success criteria, in-depth marking and next steps
- Religious Education marking will include at least one piece of work each term with a differentiated success criteria, in-depth marking and next steps
- In Maths, a success criteria should be used regularly e.g. explaining steps of a calculation procedure. A self-assessment tick list could be used at the beginning or end of a unit of work.
- Writing/Topic work may include a success criteria to support assessment

If you have questions regarding any aspect of your child's school life, please use this opportunity to ask the class teacher.